

Name

Date

Period

Main Event Log

Directions: Keep track of the sequence of events in the story or process.

Event 1

Event 2

Event 3

Event 4

Event 5

Event 6

Event 7

Event 8

Event 9

Event 10

Event 11

Event 12

Name: _____ Date: _____

8 Events

Directions: Draw pictures to represent 8 main events. Make sure they are in chronological order.

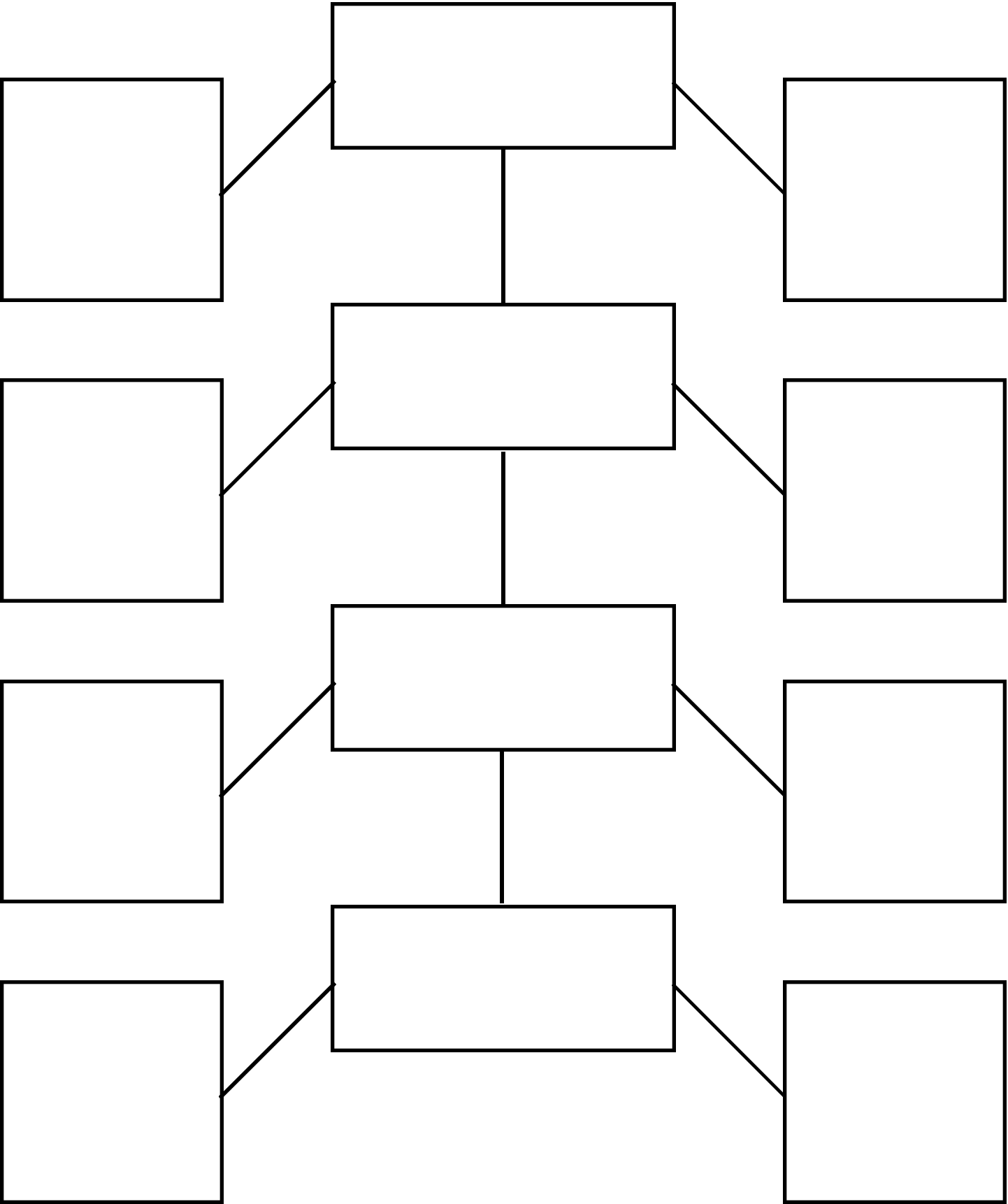
The diagram consists of two rows of four empty circles each. The top row of circles is connected by right-pointing arrows, indicating a sequence from left to right. The bottom row of circles is connected by left-pointing arrows, indicating a sequence from right to left. A large, light gray curved arrow on the right side of the page points from the end of the top row down to the start of the bottom row, suggesting a continuous timeline. Below each row of circles are three horizontal lines for writing.

Sequence Chart

List steps or events in time order.

Topic
First
Next
Next
Next
Next
Next
Next
Last

Sequencing



Name: _____ Date: _____

Cause and Effect

Directions: Identify the causes and effects of events in the story.

Causes

Effects

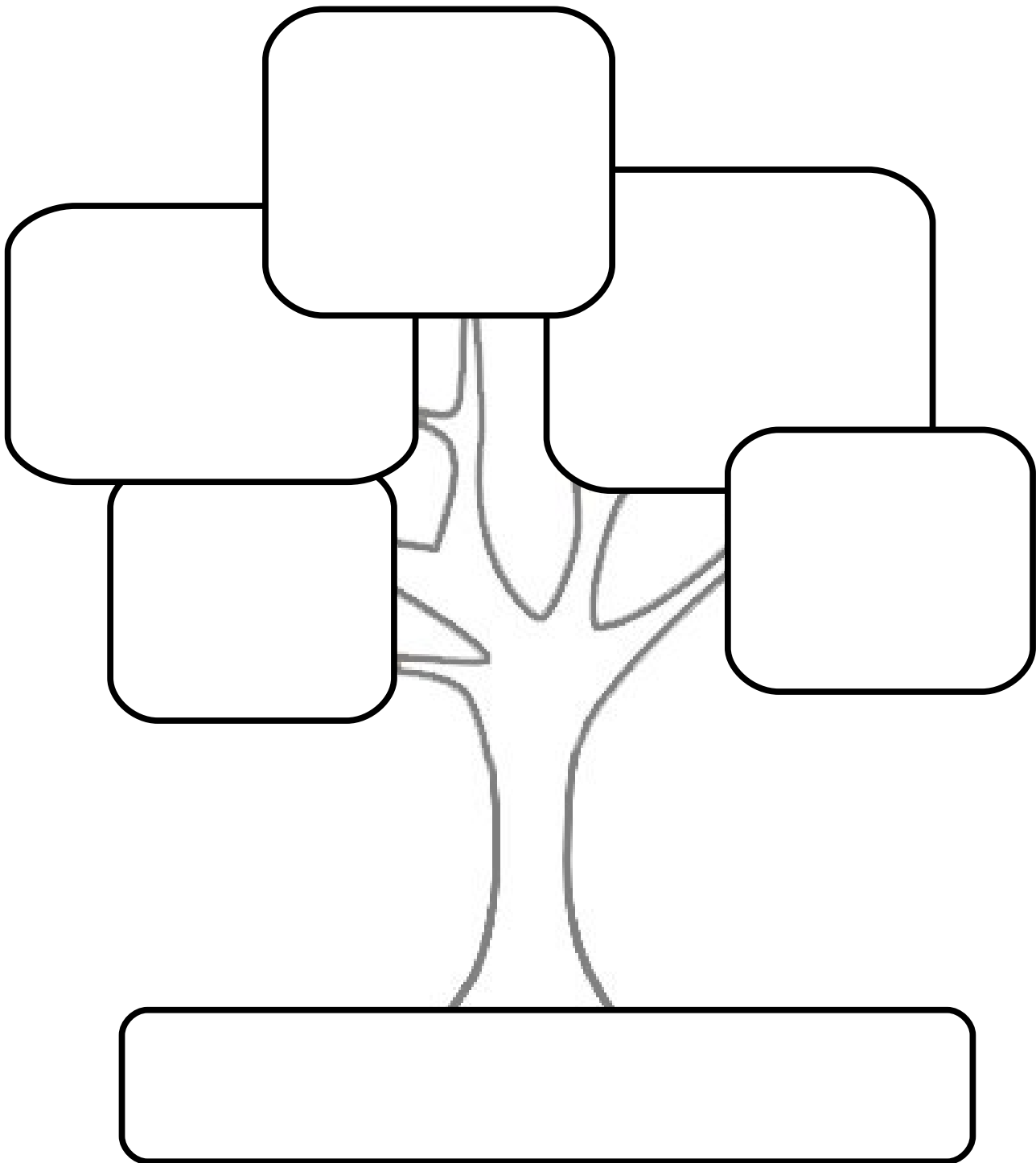


Name _____

Date _____

Cause – Effect Tree

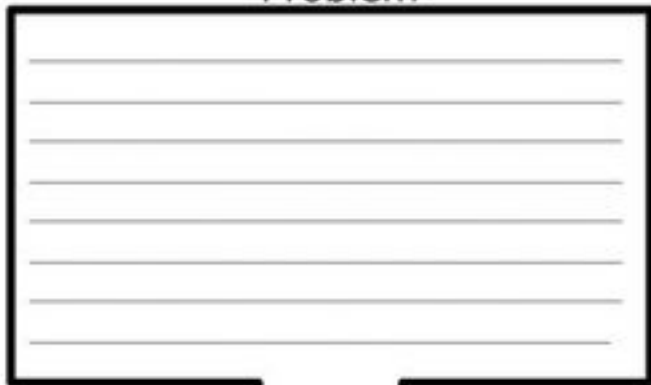
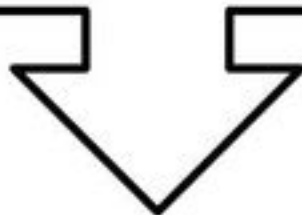
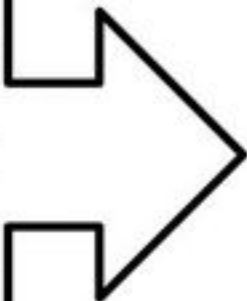
Directions: Write the cause in the box near the roots of the tree. Then write the effects in the boxes in the branches.



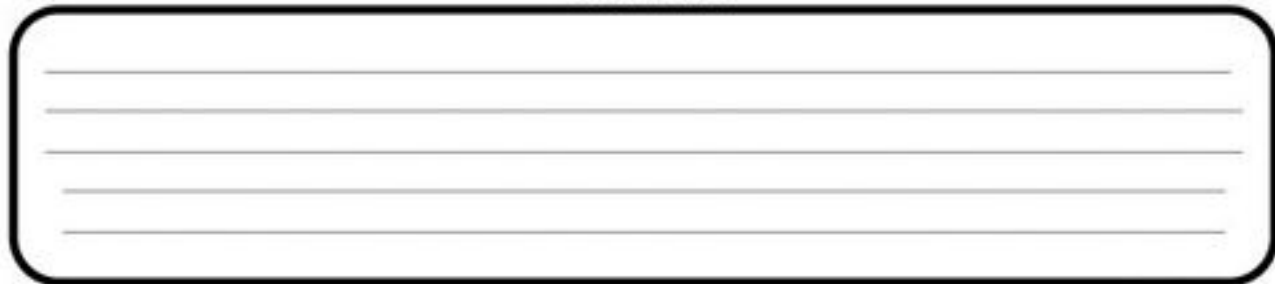
Cause

A rectangular box with a solid black border and horizontal ruling lines, intended for writing the cause of a problem.

Problem

A rectangular box with a solid black border and horizontal ruling lines, intended for writing the problem.

Solution

A wide, rounded rectangular box with a solid black border and horizontal ruling lines, intended for writing the solution.

Compare & Contrast Graphic Organizer

(This will become your introduction paragraph.. PLUS A THESIS STATEMENT)

Item #1:

Item #2:

(These will become your three body paragraphs)

Different Features:

Similar Features:

Different Features:

(This will become your conclusion paragraph)

Conclusion:

Compare and Contrast Chart Graphic Organizer

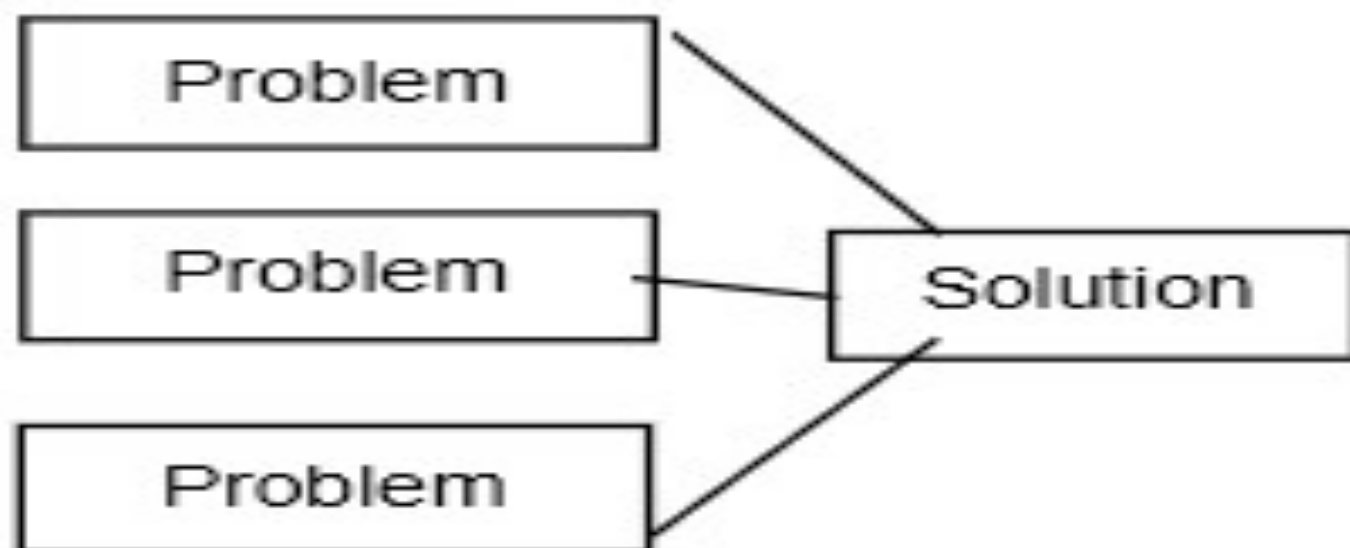
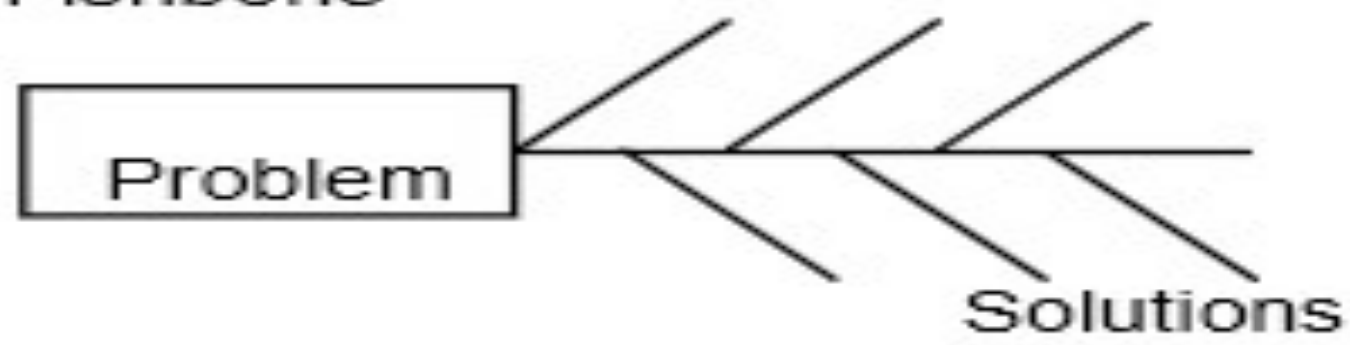
Item #1 _____

Item #2 _____

How are they alike?

How are they different?

Fishbone



STRATEGIES FOR INFERENCING

5TH GRADE



STRATEGY 1:

TEACHER: Review with students:

An inference is a conclusion made by connecting prior knowledge or known information with new information when the meaning isn't obvious in the text; it is sometimes referred to as "reading between the lines". A good strategy for making inferences is It Says...I Say...So... (the graphic organizer).

Do the first few of these with students, then let them work independently.

Directions: Each item in this exercise describes a famous person. It's your job to infer the name of the person described.

1. A small-town lawyer from Illinois, tall and lanky with an Adam's apple that could have gone down in the Guinness Book of Records had it existed in the nineteenth century. Nevertheless, he changed the face of American history, steering it through a civil war that left both sides bloody. Who knows what more he could have done had an assassin's bullet not cut him down.

The person described is _____

In drawing the correct inference, which piece of information is more useful:

- a. He had a big Adam's apple.
- b. He steered the nation through a civil war.

Explain your answer:

2. Glittering and shaking to the strains of "Proud Mary," this lady ruled the stage in the sixties, but Ike ruled the roost until she walked out the door. It took her almost a decade to get back on top but she still remains one of pop's great divas. Closing in on sixty, she can still belt out rock and roll with singers half her age, and "Simply the Best" just may qualify as her own personal theme song.

The person described is _____

Give students a passage to read. The fill out the graphic organizer

Story Clues + What I Know = Inference

STORY CLUES +	WHAT I KNOW =	INFERENCE

Making Inferences:

Reading Between the Lines

Question: (from the book, our group, or my teacher)

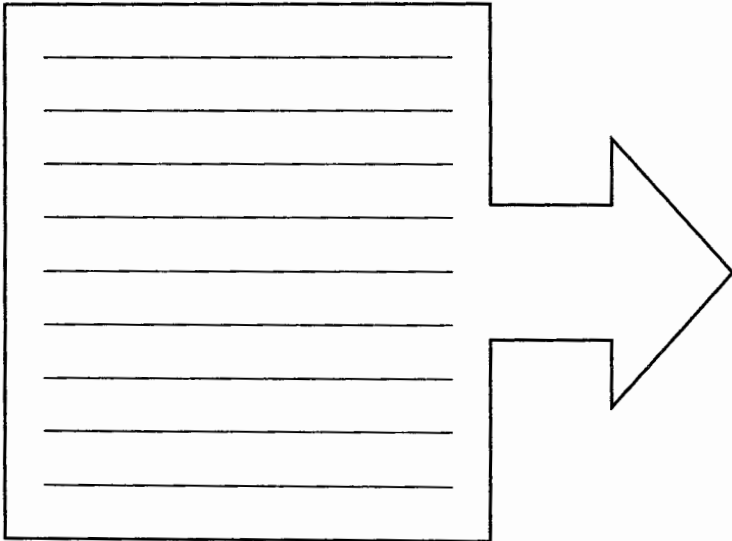
What I know from the *book*:

What I know from my *brain*:

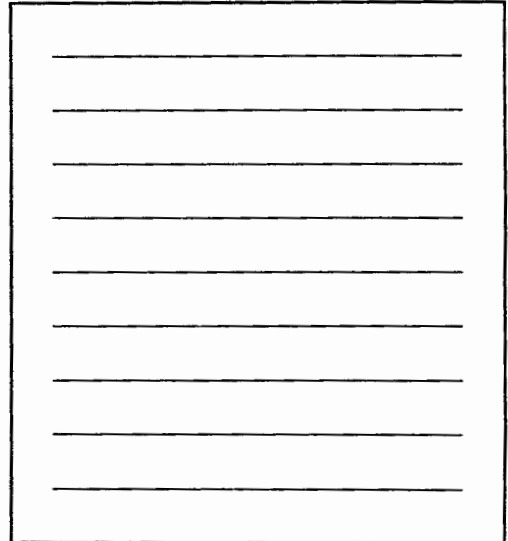
Making Inferences

Directions: Inferences involve drawing conclusions and making judgments based on facts and evidence. Write important details and facts in the boxes on the left. Write inferences about those important details in the boxes on the right.

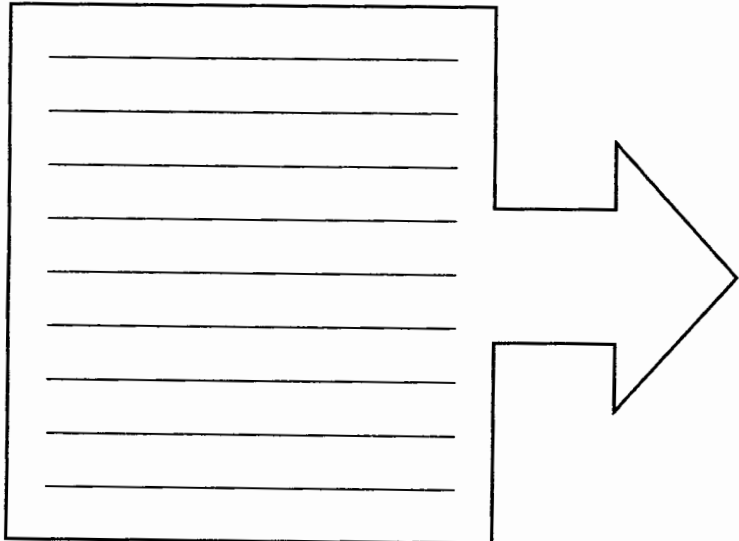
Detail or Fact



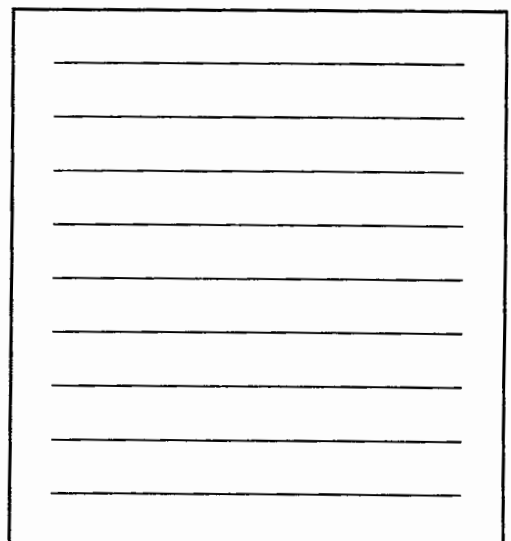
Inferences about the Fact



Detail or Fact



Inferences about the Fact



Making Inferences (6.0)

Materials

- Making inferences handout
- Inference Graphic Organizer

Description:

An inference is a conclusion made by connecting prior knowledge or known information with new information when the meaning isn't obvious in the text; it is sometimes referred to as "reading between the lines". A good strategy for making inferences is It Says...I Say...So... (the graphic organizer).

Step-by-Step

1. You may want to give an example of an everyday situation where we make inferences or read some short passages for fun. (I often use Chris Tovani's example of trying to find a date for a girl in one of her classes who she continually says is "really nice.") Other suggestions:
 - *A mother put this sign on her teenaged son's door:* Enter at your own risk. An unknown bacteria is said to be growing in this room.
 - *In the football team's locker room:* I am your coach, not your mother.
 - *Bumper sticker on a highway patrolman's car:* Don't slow down on my account. But if you don't, it will probably hurt your account.
 - *Bumper sticker on a teenager's car:* A floorboard? There's carpet on the floorboard?
 - *At the library:* Check it out—really!
2. Give each participant copies of the conversations and a graphic organizer.
3. Read the conversations and answer the questions.
4. Read the passage and complete the graphic organizer.

Possible answers:

- She is wearing a jacket, snow pants and mittens...It is winter.
 - She is standing on the corner with a backpack...She is going to school or the library.
 - She is looking to the left and standing still...She is waiting for the bus.
 - She looks to the left two times...The bus is late
 - She stamps her feet...She is angry or cold.
5. Suggestion—at least once a day, read aloud a short passage and think aloud your inferences. Try *Two Minute Mysteries* by Donald Sobol.

Inference Record Form

Name_____

When I read, (words from text)

I think (inference) _____

because _____

(My background knowledge/schema)

STRATEGY 3:

Read each of these conversations and then answer the questions.

1. A: Look at the long line! Do you think we'll get in?
 B: I think so. Some of these people already have tickets.
 A: How much are the tickets?
 B: Only \$4.50 for the first show. I'll pay.
 A: Thanks. I'll buy some popcorn.

What are these people talking about? _____

Where are they? _____

Which words helped you guess? _____

2. A: Did you understand everything today?
 B: No. I'm so confused.
 A: So am I.
 B: She doesn't explain things very well. She goes too fast!
 A: I know. And now we're going to have a test!

What are these people talking about? _____

Where are they? _____

Which words helped you guess? _____

3. A. I can't believe this is my last day here!
- B. You're leaving us today?
- A. Yes. I'm so nervous about this.
- B. I'm sure it will be fine.
- A. I don't know. It will be so different.
- B. I thought you wanted a change.
- A. Yes, I did. I wanted more pay. But now I'm not sure it was the right thing to do.
- B. Stop worrying. Everything will be fine.

What inferences can you make from this conversation?

--

9



Reader's Tip

The Final Game

It was a perfect night for the final game of the playoffs. My favorite team was playing. Dad and I had terrific sets behind home plate. What an incredible night!

My favorite player stepped up to the plate at the bottom of the ninth inning. There were two outs and two players on base. We were trailing by two runs. The crowd cheered wildly.

STRIKE ONE!

STRIKE TWO!

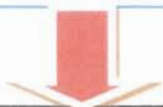

WHACK! A HOME RUN! I was so excited, I knew he could do it!



Name _____ Date _____

Make Inferences

Reread the passage. Write what you already know. Then write an inference in the chart about the game.

What is Stated	What I Already Know
They had good seats Behind home plate.	
	
My Inference About the Kind of Game They Are Watching	

Make an inference about another story you have read.

- 1. What is stated:** _____
- 2. What I already** _____
- 3. My inference:** _____



THE GREAT TV TURN-OFF

Reader's Tip

- *Make inferences to figure out what the story doesn't directly say.*
- *Think about what is stated and what you already know.*

"Thirty seconds."

She could hear footsteps now, on the stairs, rising, in the hallway now, closer, on the other side of the bedroom door now. A lock! She should have gotten a lock!

"Ten seconds."

The doorknob turned. She opened her eyes as wide as she could, swallowing, gorging herself on the glowing screen, the beautiful screen.

"Three . . . two . . . one . . ."

The door swung open. Her father walked in. He looked at her. She clutched at the bedspread, she wailed, "One more minute! Pleeeeeese!"

Her father smiled a weak, regretful smile. "Sorry kiddo," he said and pushed the power button: plink. The picture shrank to a point and vanished. Flushed. Gone. Herself with it.

Was it her imagination, or could she really hear ten thousand plinks all over town?

The Great TV Turn-Off had begun.



Make Inferences

- Reread the story. Think about what the girl does as her father counts down to the Great TV Turn-Off. Fill in the chart to show your inference.

What Is Stated	+	What I Already Know
		People often get upset when something they really care about is taken away.
My Inference		

Your Turn

- Think about how the story portrays the girl's father. Use this information plus what you already know to make an inference about his character.

- 1 What is stated: _____
- 2 What I already know: _____
- 3 My inference: _____

- Apply what you know to Reading Skills Card 8. Practice what you learned as you read.

It Says – I Say – And So...

Reading Strategies: Making Inferences, Making Connections, and Synthesizing.

Helps students by guiding them through the process of drawing inferences from the written text. Also, it provides an opportunity to synthesize the information with their prior knowledge.

Question	It Says...	I Say...	And So...
Step 1... Write the question (created or provided)	Step 2... Find information from the text that will help answer the question.	Step 3... Think about what you know about that information.	Step 4... Combine what the text says with what you know to come up with the answer.
<i>Example:</i> <i>Why did Goldilocks break Baby Bear's chair.</i>	<i>It says she sits in the baby chair but she is not a baby. She is a young girl.</i>	<i>Baby chairs aren't very big. They're for babies, but she is bigger, so she weighs more.</i>	<i>So she is too heavy for it and it breaks.</i>
<i>Example:</i> <i>Six students share a pizza equally. The pizza has a diameter of 26 cm. What is the area of each slice?</i>	<i>It says that the pizza slices are equal and the diameter is 26 cm.</i>	<i>I know that the radius is half the size of the diameter. I also know a formula that will help with finding the area of a circle – then I will have to divide it by 6.</i>	$\text{Area of a circle} = \pi r^2$ $A = 3.14 (13)^2$ $A = 3.14 (169)$ $A = 530.66$ $530.66 / 6 = 88.44 \text{ cm}^2$

It Says – I Say – And So...

Name: _____

The following graphic organizer helps you to find information in a text and put it together with what you already know to come up with a complete answer.

Question	It Says...	I Say...	And So...
Step 1... Write the question (created or provided)	Step 2... Find information from the text that will help answer the question.	Step 3... Think about what you know about that information.	Step 4... Combine what the text says with what you know to come up with the answer.

KIS Strategy for Inference



Key Words



Infer



Support

How to use KIS

1. **Underline key words**
2. **Make inferences based on the key words**
3. **Use your background knowledge to support your answers**

What is a KEY WORD

A key word is a word that gives **importance** to the scene and helps us understand the conflict, the character, or other elements of the bigger picture.

Key words help us **predict** what will happen and connect what we know to what the author is trying to tell us *indirectly*.

For example, in *Night* by Elie Wiesel

"I did not deny God's existence, but I doubted His absolute justice."

- Elie Wiesel, *Night*, Ch. 3

Key words would be: God's existence, doubt, justice

"I did not deny God's existence, but I doubted His absolute justice."

Each of these words add **purpose and meaning** to the sentence. They help us understand what the character is experiencing.

The **emotional word** doubt connects us to the character and tells us that this doubt will affect how he thinks and possibly how he makes decisions.

The **contrasting words** help us see his conflict, his dilemma, and his confusion.

The words existence and justice show us that Wiesel is understanding more about the world;

****In addition to underlining the KEY WORDS, you also need to be on the look out for the use of punctuation. Punctuation can help you find the key words!** In the sentence

above, I quickly identified the **comma** , this tells me that the sentence is going to change!

Commas prepare the reader for change, further explanation, a series of items, or a side note. This comma showed me that Wiesel was going to contradict or argue with his prior statement.

Infer

What is inference? When you **connect what you read** with **what you think** to **make an educated guess** about the reading.

What do you do when inferencing?

You connect to

- the **character's emotions** and why the character is feeling,
- why they are **behaving** in a certain way,
- the **meaning of events**,
- identify the **theme** of the story,
- purpose of the events**,
- make an educated guess about **words' meanings**.

With inferences you understand why the character is behaving the way he is, the real meaning behind his words and actions.

What we know so far:

Once you identify the **KEY WORDS** in the passage, you can **INFER** a lot about the meaning of the passage, how the character **thinks**, how he **acts**, and what he may **do next**.

Inference happens when you **think about your experience**, what you **know about the story**, the events, and the possible outcomes

Compare this to the words you are reading, their meaning, the tone, or attitude, of the words, and the intended meaning of the quote or scene. **KEY WORDS** help focus your attention on the significant pieces of the whole picture

Illustrate how this process might look in your head using the symbols of a **KEY** for key words, a **book** for the material you are reading, the **PUZZLE PIECES** showing connecting ideas inference, and a light bulb for understanding:

In the quote, "I did not deny God's existence, but I doubted His absolute justice." the key words I found are God's existence, doubt, justice

I can infer that Elie is experiencing a lot of difficulty. Knowing the story, I can tell from the word **doubt** that this character's faith has been challenged by his experiences in the Holocaust. He has been forced to see horrific images and do tasks that were demeaning to him and possibly his faith and family.

Support

Support is the evidence from the text that you refer to in order to make your inference. Support can be found in the text you are currently reading and your previous experiences. Looking back on the MLK site, what support can you provide that explains your inferences above?

When should you use this strategy?

Why is KIS a good strategy to use?

What is confusing about this strategy?

How can using this strategy help you on multiple choice assessments?

How can using this strategy help you on constructed response/ essay assessments?

What other classes could you use this strategy in?

Using KIS, identify the Key Words, make an inference, and provide support for the selected text you receive.

<http://www.scribd.com/doc/6121690/Inferences-Handout-by-Deb-Smith>

ELD Standards associated with the skills practiced in KIS

Beginning ELD

Fluency Systematic Vocabulary Development 9-12

Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).

Reading Comprehension

Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochure) by using key words or phrases.

Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals,

Literary Response and Analysis

Role-play a character from a familiar piece of literature by using phrases or simple sentences.

Early Intermediate

Word Analysis 9-12

Recognize obvious cognates (e.g., *education, educación; actually, actualmente*) in phrases, simple sentences, literature, and content area texts.

Vocabulary Development

Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.

Reading Comprehension

Read simple paragraphs and passages independently.

Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text.

Literary Response and Analysis

Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.

Intermediate

Use decoding skills and knowledge of both academic and social vocabulary to read independently.

In detailed sentences identify orally two to three examples of how clarity of text is affected by the repetition of important ideas and by syntax.

Present a brief report that verifies and clarifies facts in two to three forms of expository text.

Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas.

Literary Response and Analysis

Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.

Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters.

Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.

Early Advanced

Word Analysis 9-12

Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., *remove*, *extend*).

Reading Comprehension

Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography).

Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.

Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks).

Literary Response and Analysis

Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed sentences.

Identify recognized works of American literature and the genre to which they belong to contrast major periods, themes, and trends.

Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various genres.

Identify techniques that have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, “sound” of language).

Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.

A step by step explanation of implementing the instructional strategy

1. Write Infer on the board. Ask students what they know about that word, any words they associate with that word.
2. As for examples in life when we have to make the best decision on limited information, talking with friends, telling answering questions about what other people think
3. Explain importance of inference
 - Essential part of making what you read clear, used on the SAT, CST, STAR,
 - Helps us understand the characters and events better
4. Key Words guide us to unlocking the meaning of what we read
 - Key words are descriptive
 - Action words
 - Academic words
 - Showing words
 - Direction words
 - Emotional words
5. Infer: Connecting the meaning of the key word to the situation to determine the importance of the event
 - Connecting the words in a sentence to determine the meaning of an unknown word.
 - Connecting the series of events to a larger purpose
 - Connecting the word choice to its meaning: figurative, literal, connotation, denotation

[] Measures used to assess the effectiveness of this strategy in supporting development of English reading and/or writing

[] Reference information citing sources

English II

Following the Japanese attack on Pearl Harbor on December 7, 1941, President Franklin D. Roosevelt issued Executive Order 9066, which permitted the military to circumvent the constitutional safeguards of American citizens in the name of national defense.

The order set into motion the exclusion from certain areas, and the evacuation and mass incarceration of 120,000 persons of Japanese ancestry living on the West Coast, most of whom were U.S. citizens or legal permanent resident aliens.

These Japanese Americans, half of whom were children, were incarcerated for up to 4 years, without due process of law or any factual basis, in bleak, remote camps surrounded by barbed wire and armed guards.

They were forced to evacuate their homes and leave their jobs; in some cases family members were separated and put into different camps. President Roosevelt himself called the 10 facilities "concentration camps."

Some Japanese Americans died in the camps due to inadequate medical care and the emotional stresses they encountered. Several were killed by military guards posted for allegedly resisting orders.

**Children of the Camps Project. "Children of the Camps Internment History."
Public Broadcasting System. California Endowment. National Asian
American Communications Association. KVIE. Asian Pacific Community
Counseling. 1999 < <http://www.pbs.org/childofcamp/history/index.html> >**

What can you infer about the purpose and use of the Japanese Internment Camps?

How did this affect our country?

English III

Adolescence

There was a time when in late afternoon
The four-o'clocks would fold up at day's close
Pink-white in prayer, and 'neath the floating moon

I lay with them in calm and sweet repose.

And in the open spaces I could sleep,
Half-naked to the shining worlds above;
Peace came with sleep and sleep was long and deep,
Gained without effort, sweet like early love.

But now no balm--nor drug nor weed nor wine--
Can bring true rest to cool my body's fever,
Nor sweeten in my mouth the acid brine,
That salts my choicest drink and will forever.

Claude McKay

What key words did you find

**What inferences can you make:
Who is the Speaker**

What is the occasion

Who is the Audience

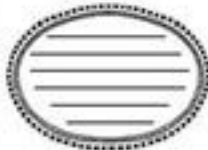
What is the purpose of this poem

What is the tone

What is your support?

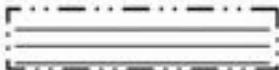
Problem and Solution

Problem

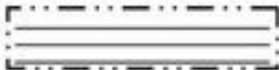


Steps in the Solution

1



2



3



Final Solution



problem - solution chart

Story Title _____

Problem: _____

_____Steps taken to solve problem

_____Solution: _____

Illustrate the problem and the solution of the story

--	--

The Question-Answer Relationships

In the Text

In My Head

Right There

- The answer is usually located in one sentence and is **EASY TO FIND**.
- The reader will find some of the same words in the answer that are in the question.

Search and Locate

- The answer is located in more than one sentence or paragraph.
- The reader must **PUT** different parts of the text **TOGETHER** to find the answer.
- The information is stated in the text and the reader answers the question by **PUTTING it TOGETHER**.

Author and Me

- The answer is **IMPLIED** and is not stated in the text.
- The reader must access **PRIOR KNOWLEDGE OF INFORMATION** provided by the author and make an inference.

On My Own

- The answer is not located in the text.
- The reader can even answer the question **WITHOUT** reading the text.
- You need to use your **OWN EXPERIENCES** to answer the questions.

On the Line

On Several Lines

Between the Lines

Beyond the Lines